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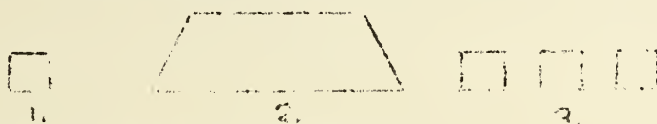
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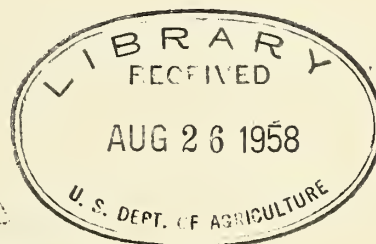
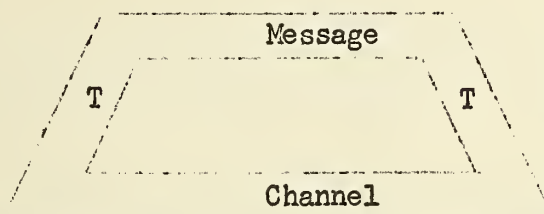
Communication and Learning  
(Follow-up on Orientation and Introduction)

We have talked about the teacher (1) or communicator and about the audience (3) in our three part formula of communication.



Now let us take a look at the bridge (2).

Actually the bridge should be drawn in more detail ---- like this:



The message is what we intend to convey to the audience.

The channel or channels are the different methods of conveying this message-- such as bulletins, radio, talks and the like.

The T's on either side of the bridge represent the treatment to be given the message-- either because of the channels used or because of a full knowledge of the audience's characteristics -----or both.

It is interesting to note that even in the mechanics of communication we find a knowledge of people necessary.

But let us begin by looking at the individual elements of the bridge.

Message - Let us assume a hypothetical message that we want to convey to a specific audience.

(Let group pick an idea but if there is no response assume one such as--  $\frac{1}{2}$  increased use of commercial fertilizer by all farmers)

Note: Fill in on blackboard on left side for message and next to it the definition of the audience.

Now brainstorm all channels and list so the blackboard takes this form:

Message	Audience	Channels	Treatment
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The number of transformed cells was determined by the number of colonies on the selective medium. The results are the mean of three independent experiments. Error bars represent standard deviation.



Check the channels useable in this hypothetical case. By now it may be necessary to further define the audience.

Explain Treatment for one or more channels showing how they may differ. If there is more than one audience group ---- show same for audience treatment

This method of attacking a problem assures organization and completeness. However, it does not necessarily imply quality as it might be defined as the degree of efficiency necessary to promote action and change in the audience. Change is the goal and objective of all efforts in communication. Learning takes place only when change occurs.

The change may be in  
Attitudes

Skills

or

Knowledge

Change - Resistance to change is caused by a lack of understanding, use of force or threats, or because of habits.

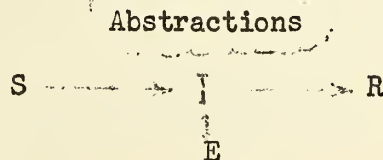
In many cases confusion arises with respect to knowledge, skills, and attitudes because some think of them as separate or exclusive areas. It is much safer to consider that all are present in a learning situation but to assume one as predominant over the others.

Thus to get efficiency and quality in our communications we again must turn to people and to what is known about rules of learning.

We learned earlier that communication begins with the senses. Sensation alone may be meaningless. It is only when meaning is associated with the sensations that we communicate and learning takes place.

(Illustrate with my teaching my oldest son the meaning of the word Hot)  
Each day we add to our storehouse of meanings. Some persons who have limited stored meanings may so couple new sensations as to give erroneous conclusions or in some cases to give no meaning at all. On the other hand individuals who constantly attempt to increase their learning reap a rich world in which to live.

In this constant barrage to the senses man constantly interprets and evaluates in terms of his past experience and abstractions before he responds. This can be diagrammed



In this entire process he -

finds some things satisfying - and courts repeat experiences  
finds some things annoying - and tries to avoid such situations  
finds some things a combination that ultimately reaches a state of satisfaction.





Meaning is affected by -

Experience

Attitude

Interest

Attention

Stimulation

Interpretation

An important phase of learning encompasses our associations that are influenced by-

Recency

Vividness

Contrast

Frequency

Similarity

Frame of mind

One more phase of learning (where associations or other experience may be limited) is called Trial and Error.

(use puzzle -

. . .  
. . .  
. . .

also use numbered sheets)

Examples of Teaching material that used the laws of learning to frame ----

Movie - Fly Tying

Slides - How to Sharpen Plane Blade





